

AP[®] WORLD HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must explicitly state at least one specific cause and at least two specific consequences of the Green Revolution as evidenced in the documents.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as meaning, evidence, or grouping.

2. Understands the basic meaning of documents.
(May misinterpret one document.)

1 Point

- Students must address all 10 of the documents.
- Students must demonstrate understanding of the basic meaning of at least nine documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to specified causes and consequences of the Green Revolution.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document.

2 Points

For 2 points:

- Specific and accurate evidence of specific cause(s) or consequences of the Green Revolution must be explicitly drawn from a minimum of nine documents.
- A document that is simply listed does not count as using the document as evidence.

For 1 point:

- Specific and accurate evidence of specific cause(s) or consequences of the Green Revolution must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed does not count as using the document as evidence.

4. Analyzes point of view in at least one document.

1 Point

Students must correctly analyze point of view in at least one document.

- Point of view explains why this particular person might have this particular opinion or what particular feature informs the author's point of view.
- Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
- Students may challenge the veracity of the author's opinion or point of view, but must move beyond a mere statement that the author is "biased" by providing some plausible analysis.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

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Question 1 — Document-Based Question (continued)

- 5. Analyzes documents by grouping them in three ways.** **1 Point**
- Students must explicitly and correctly group the documents in three ways.
 - A minimum of two documents (used appropriately) constitutes a group or subgroup.
 - Students may not receive credit for both the larger group and the subgroups within it.
 - Groupings must address with coherence the cause(s) and/or consequences of the Green Revolution. Examples of such groupings include:
 - Causes (hunger/poverty, poor soil/depletion, U.S. policy on containment)
 - Consequences/effects, in terms of how the group or subgroup is characterized, such as:
 - Positive/negative results
 - Economic impact (on productivity, population growth, wealth, women, companies that are beneficiaries)
 - Environmental problems (pollution, competition for water, altered seeds)
 - Social changes (hardships for women, decreased rigidity of caste system, family structural changes, demands for better education, violence, population growth)
 - Graphs depicting growth and development
 - Occupations (government officials, scientists)
 - Regions/countries (India/Punjab, Latin America, Guatemala, Mexico, United States)
 - Organizations (United Nations, labor organizations)
- 6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**
- Students must identify an appropriate additional document, source, or voice and explain how the document or source will contribute to analysis of the causes **or** consequences of the Green Revolution.
- Subtotal** **7 Points**

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Question 1 — Document-Based Question (continued)

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides additional causes and consequences.
- Provides consistent comparative analysis throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the historical context of the documents.
 - Analyzes all 10 documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes groupings beyond the three required.
- Brings in accurate and relevant “outside” historical content.
- Explains why additional types of document(s) or sources are needed.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal

2 Points

Total

9 Points

The Green Revolution had many causes and consequences from ~~1945~~ 1945 to the present including the need for crop production, the negative effects on the environment, and the increasingly defined social differences. The need for crop production was fueled by the lack of economic prosperity (doc 1, 2, 4). The large amount of growing technologies had new effects on the environment resulting in negative consequences (doc 5, 8, 10). As some communities gained more prosperity as a result of the Green Revolution, social differences became more defined (doc 3, 6, 7, 9).

Before the Green Revolution, the lack of new technologies for crop production kept economic prosperity low, which was a cause for low ^{world} population and production methods (doc 1, 2, 4). As the Green Revolution provided more modern technologies to crop growers, farmers were able to increase their productivity resulting in a ~~climb~~ steep climb in economic prosperity (doc. 1) Because the Food and Agriculture Organization ~~recorded~~ ~~the increase in wheat yields~~ held a strong role in the Green Revolution and recorded the increase in ~~Food~~ wheat yields, they must exemplify knowledge concerning the surplus in crop production. This leads to them being a credible source considering the audience for this document is most likely scholars concerned with the positive

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

influences of the Green Revolution (POV). As the Green Revolution aided with the increase in crop production, the world population also grew (doc 2). As new technologies were implemented into crop production, more crops were produced helping to increase populations. ^(doc 2) The dependency on crop production to the world population shows evident in doc 2. As the ~~world~~ farmers were able to provide more crops to outside regions, they were able to gain more economic prosperity to continue the ~~increase~~ increase of crops, which saved many ~~of~~ failing necessities in regions. The Green Revolution provided positive attributes to the population by increasing the availability of food ~~to~~ (doc. 4). Because Dr. Norman Borlaug is a United States agricultural scientist who researched ~~the~~ the Green Revolution, his interest in the topic is displayed through his analysis of the benefits of the Green Revolution. This causes him to be knowledgeable and provide accurate details concerning the Green Revolution ~~(POV)~~ (POV). A useful additional document would be a detailed map showing which regions received the most economic prosperity from 1945 to present. This would be helpful because it would:

accurately display how the need for crop production was influenced by the Green Revolution (AD)

The Green Revolution provided many new technologies to regions that ~~was~~ they were unavailable to previously (doc 5, 8, 10). The eagerness of Punjab to participate in the usage of modern technologies fueled the positive views of the Green Revolution (doc 5). ^{because} Chidambaram Subramanian, ^{is} an Indian minister for food and agriculture, his interest in the effects of the Green Revolution on Punjab is evident. ~~is~~ In this document, he is relaying the information in an interview, which might lead him to exaggerate the positives of the Green Revolution (PDR). The increase in new technologies provided new effects on environment. These effects were often seen as negative and discouraged (doc 8). Often times, the native ways people produced crops were held in high esteem, and when mixed with other new technologies, provided by the Green Revolution, they were thought of as having dramatically negative effects on the environment (doc 10) ~~is~~ (additional document on next page.)

The Green Revolution caused many ^{communities} ~~regions~~ to gain prosperity over other ^{communities} ~~regions~~ ~~because~~ depending on the effects of the new

technologies provided (doc 3, 6, 7, 9). Some countries, who were heavily benefiting from the increased availability of ~~crop production~~ crop technologies ~~were~~ were welcome to providing other, less-prosperous, regions, with what they need to gain productivity (doc 3). Because Harry Truman was addressing helping other nations in his inaugural address, his audience was the general public ~~of the~~ of the world causing him to most likely want to provide positive words ~~of~~ concerning helping other nations. ~~This~~ This would lead him to exaggerate his topic of speech (POV). As some areas increase crop production, they gained widely in their economic standing (doc 6). The Green Revolution also caused major differences in the ~~social~~ cultural role of women causing attention on them (doc 7). Their role in the household changed as the Green Revolution had an impact on the culture (doc 7). In India, as the peasants were able to increase productivity because they were the ones farming, their social standing within their cast moved up ~~of~~ (doc 9). Because document 9 ~~is~~ was issued by the government in India, social class distinctions were viewed as very

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important pausing them to accurately provide information based on the effects of the Green Revolution (POV). A useful additional document would be a scholars ~~record of the amount of crops sold to each region. This would be useful because it would provide evidence for how some communities dominated over other communities (AD).~~ record of the amount of crops sold to each region. This would be useful because it would provide evidence for how some communities dominated over other communities (AD).

⊗ A useful additional document would be a record of which plants prospered ~~from 1945 to present. This would be useful because it would show if the new technologies provided by the Green Revolution helped or hurt which specific crops. This would demonstrate the negative or positive effects of the Green Revolution on the environment (AD).~~ from 1945 to present. This would be useful because it would show if the new technologies provided by the Green Revolution helped or hurt which specific ~~plants~~ crops. This would demonstrate the negative or positive effects of the Green Revolution on the environment (AD).

During the Green Revolution, the introduction of new, scientifically bred crops and uses of new technologies were prominent worldwide. The causes of the Revolution date back to the 1940s at the time of Truman's inaugural into presidency in the United States. The new crops were to help poorer countries and impacted the Punjab state of India, the role of women, traditional values, and worldwide food supply.

Before the Green Revolution, Punjab was considered a traditional state in India with irrigation as the primary way of insuring crop success. After the Green Revolution, however, they embraced the new technology and scientifically engineered seed in full stride, as seen in Document 5. The document is the opinion of India's minister for food and agriculture in the 1970s. However, in 1991, Dr. Vandana Shiva states in Document 8 that the underlying consequences of the new seeds has brought pollution, pest-infested crops, diseased soils, etc. causing discontented farmers. The frustration of the debts caused by the new seeds has brought conflict within the state. Being a scientist, Dr. Shiva could see that the effect of the seeds has caused more harm than good, and in contrast, the politician who believed the crops were good did so more likely to

protect his job stance. Other than violence, however, the introduction of the modernization has changed the family values in the state, as seen in the Human Development Report in Document 9. There is now a higher demand for education and the traditional extended family households are now changing into nuclear families.

Similarly, the women of the rich agriculturalists who have prospered under the new scientific crops. In Mrs. Dulz's account in Document 6, it is seen that women who are married to rich Mexican farmers are happy and live prosperously. However, rural women, shown in the 1987 newsletter in Document 7, ~~are~~ are put under more pressure and generate more costs for the seeds, fertilizers, and pesticides.

The initial use for all of newly scientific crops was to provide peace and end the trouble of hunger. In the graphs of Document 1 and 2, it can be seen that food production was skyrocketed. Dr. Norman Borlaug, an American agriculturist involved in the Green Revolution states that the Green Revolution is to help ailing countries and has generated a hope for new generations of ~~of~~ men. The war against hunger has had some minor success thanks to the Revolution and has provided for many sufficient food sources.

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1 (cont.)

Like Dr. Borlang, President Harry Truman stated in his inaugural address (Doc. 3) that the world was in a continuing handicap of poverty. As a more technologically advanced nation, it was to be considered the duties of the nations to help the less fortunate out. However, in Guatemala, the ~~local~~ indigenous peasants were more outraged in the fact that respect for the traditional values in agriculture were waning. The conservative belief that their seeds were an important part of agriculture and the scientifically engineered seeds were a blatant disrespect for traditionalist values holds a clear contrast to the more developed nations. President Truman, being from a wealthy country with a general mixing pot of people, ~~did~~ seemed to have not realized that traditionalist values are important to places like the Latin Americas, while similarly, the Guatemalans may have not seen the possibilities of new approaches.

The Green Revolution was a time for new advancements and technologies. The newly engineered crops have had both good and bad influences. They have allowed good sentiment to the rich, and bad instances such as pollution, conflicts and added pressure to the more poorer rural class should there have been a document showing the middle class beliefs, a much more rounded judgement could have been made. However a clear distinction can be seen in opinion.

In 1945, a group ^{of farmers in} ~~called~~ the Punjab started the "Green Revolution" that has continued into today. * This "Green Revolution" has good intentions, but has more negative consequences than positive ones and, therefore, should not be continued.*

Documents 1, 2, 6, and 9 provide information ~~that~~ and the author does not take a specific side. Documents 1 and 2 are line graphs that show an increase in food supply and population. However, in document 2, it shows that the population is steadily increasing, while the food supply increases exponentially, but then starts to increase more slowly. By the time it is 3000, ^{c.e.} the food supply will not be enough. Document 6 illustrates that the rich are getting richer because of this "Green Revolution." It does not consider the income of the lower class, but it can be inferred that it is decreasing more and more. Document 9 shows that because of the "Green Revolution" people's lifestyles are changing dramatically for the worse. This Human Development Report says that "nuclear families" are becoming more important than "extended

Families." Soon, these people might forget family all together.

Documents 3, 4, and 5 all address the causes of the "Green Revolution." In Document 3, Harry Truman, president of the United States in 1949, states that the "Green Revolution" is a great solution to end poverty and create better living conditions for everyone in the world. This is a good intention, but seems far fetched. In document 4, Dr. Norman Borlaug also thinks that this revolution is a good idea and has good intentions, but he also understands the possible consequences of it. He determines that the revolution will increase the food supply, but if the population ~~increase~~ continues to increase as well, we will be right back where we started. Therefore, the "Green Revolution" is a waste of time and money. Document 5 describes the beginnings of the "Green Revolution." Chidambaram Subramaniam, the minister for food and agriculture in India, says that the "pioneers" of the "Green Revolution"

have been extremely successful, but he only describes the beginning of the revolution. Later on, it would become much more complicated.

Documents 7, 8, and 10 describe, in detail the harmful affects of the "Green Revolution." Document 7 describes how this revolution has "increased the need for cash incomes" and "unpaid female labor." When a revolution causes people to need more money, you know it's a bad sign. Dr. Vandana Shiva, in Document 8, inserts that the "Green Revolution has been a failure." It has caused more difficulties and negative consequences than positive ones. Instead of making people's lives easier, the revolution has made people's lives more violent and aggressive. Document 10 states that the revolution has "contaminated our seeds" and "Mother Earth." This means that, one day, the soil and seeds will no longer produce food with enough nutrients for human beings.

In the long run, the "Green Revolution" will make life harder as opposed to making

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

it easier. Therefore, if we do not stop it or improve it now, it might be too late. A scientific document, that provides detailed information on the technology that started the revolution would be extremely helpful. All documents give "why" but not "how."

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2011 SCORING COMMENTARY

Question 1

Overview

This question was intended to assess and analyze the causes and consequences of the Green Revolution from 1945 to the present. This document-based question (DBQ) challenged students with an event that they may not have known well. However, the documents provided them with rich evidence for the causes and consequences of the program aimed at preventing hunger. Additionally, the documents could be employed in a myriad of ways, giving students ample opportunity to develop many different and creative cause and consequence groupings. The content of the documents allowed them to group consequences simply as positive and negative; other possible groupings included environmental consequences, social consequences, and regional consequences. Attribution for the documents furthered students' ability to group the documents, demonstrate point of view, anticipate the need for additional documents, and provide analysis.

Sample: 1A

Score: 8

There is a thesis in the first paragraph that addresses causes and consequences (1 point). The response includes three groupings: Documents 1, 2, and 4 (“Before the Green Revolution”); Documents 5, 8, and 10 (positive and negative consequences related to technologies); Documents 3, 6, 7, and 9 (“The Green Revolution caused many communities to gain”) (1 point). The essay addresses and understands all documents (1 point). Evidence is provided from all documents except Document 6, which is not specifically analyzed (2 points). Successful attempts at examining point of view are provided for Documents 1, 3, 4, 5, and 9 (1 point). The first request for an additional document is found at the bottom of the second page, and the other is found in the final paragraph (1 point). The essay was awarded 1 expanded core point for evaluating numerous points of view and a second additional document request.

Sample: 1B

Score: 6

The thesis is found in the last sentence of the first paragraph (1 point). The response includes three groupings: Documents 5, 8, and 9 (grouped by region—consequences in Punjab); Documents 6 and 7 (positive and negative consequences for women); Documents 1, 2, 3, and 4 (ending hunger as a consequence) (1 point). All documents are addressed and understood (1 point). Evidence is presented from nine of the 10 documents; the essay does not include analysis of Document 1 (2 points). Point of view is considered for Documents 5 and 8, as both authors are specifically addressed at the bottom of page 1 through the top of page 2; point of view is also shown for Documents 3 and 4, which exemplify the importance of traditional viewpoints (1 point). A request for an additional document is attempted in the last paragraph, but no point was awarded because the explanation for why a document showing middle-class beliefs would be helpful to the analysis is not adequate.

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Question 1 (continued)

Sample: 1C

Score: 2

There is no thesis in the essay. The response includes three groupings: Documents 1 and 2 (line graphs show an increase in food supply; also, Document 2 shows the relation between food supply and population growth); Documents 3 and 4 (causes); Documents 7, 8, and 10 (harmful effects) (1 point). The response addresses and understands all documents (1 point). No evidence points were awarded, as the response includes evidence for analysis from only seven documents (2, 3, 4, 5, 7, 8, and 10). References to other documents do not use them as evidence to support an analysis of causes or consequences. No evaluation of point of view is attempted. The additional document request appears at the end, but it is unacceptable because the request for “detailed information on . . . technology” brings nothing new to the interpretation (Document 8 addresses new technologies).